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ABSTRACT

This document contains 66 one-paragraph summaries of reports on innovative programs in teacher education submitted to the Council on Teacher Education of the Association for Supervision and Curriculum Development by its state liaison members. Each description includes an address from which further information may be obtained. Programs are listed by state (the number of programs in each state is indicated in parentheses): Alabama (4); Colorado (1); Florida (12); Hawaii (1); Idaho (1); Indiana (8); Iowa (2); Maryland (5); Montana (2); Nebraska (1); Nevada (4); New Mexico (4); New York (1); North Carolina (1); Ohio (23); Oklahoma (2); Pennsylvania (13); Texas (2); Utah (1); Wisconsin (1). The following illustrate the variety of programs reported : a university's international student teaching program; a university/school district tutorial reading program; a school district's cooperative teaching program planned by school board, faculty, and parents; a county program of aerospace laboratory experience for elementary personnel to develop classroom demonstration skills; a university program to unite preservice and inservice education into a continuing education program; a graduate elementary education program; a college cooperative program in preparation of clinical teachers in special education; a university team approach to teacher education. (JS)

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TEACHER EDUCATION PROGRAMS

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A summary of reports on innovative programs in teacher education submitted to the Council on Teacher Education of the Association for Supervision and Curriculum Development by its State Liason Members.

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August, 1970

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Alabama

The University of Alabama College of Education in cooperation with the American School Foundation has instituted a new teacher education program in an attempt to stimulate in prospective teachers more sensitivity to cultural differences, language differences, and the need for individualized learning. Student teachers in the International Student Teaching Program in both Elementary and Secondary Education do the first part of their student teaching in Alabama schools and the second part in American schools in either Mexico or Colombia. The Alabama public schools provide the usual setting for student teachers, and a college supervisor accompanies student teachers to their foreign assignment. It is believed that this program will enrich student teaching experiences and enable personal growth. For more information, contact: Dr. Adolph Crew; Box 2943; University of Alabama; University, Alabama. 35486

Birmingham-Southern College, participating with the Birmingham and Jefferson County Public Schools, has developed the Pre-Student Teaching or Practicum in Education Program. Undergraduate college students may at any time during their four years take an assignment in an elementary or secondary school during the five-week winter interim term. During this period students spend the entire day with one or more teachers, acting as a tutor, teacher aid, or any activity involving a regular teacher except full-time teaching. Weekly seminars are held on campus to supplement this program of actual participation. Contact: Ray Black, Chairman; Department of Education; Birmingham-Southern College; Birmingham, Alabama.

The Alabama State University conducts a program entitled "Using Video Tapes and Tape Recorders in Observing and Analyzing Classroom Behavior." The program combines the Methods in Teaching course with student teaching in the field. Students in the methods course are oriented into "The Reciprocal Category System " (assessing teacher-student classroom verbal interaction) while public schools cooperate in video-taping and teacher superivsion. The objective is to instill in students awareness of implications of classroom behavior. The program is based on the assumption that teacher-student behavior can be categorized and analyzed by persons directly or indirectly involved in the process. Contact: Felicisima T. White or Zelia S. Evans; Alabama State University; Montgomery, Alabama.

An important aspect of the Troy State University Reading Center Program is the provision of service to rural southeast Alabama which is considered to be low economically and culturally in relation to the national average. The primary program objectives are: 1) to offer a reading improvement course, 2) to bolster selective admissions to the professional education program, 3) to provide a model center, 4) to provide consultant services to public schools, 5) to develop a state-wide reading organization and newsletter and, 6) to provide graduate training. The program contributes to the improvement of in-service and pre-service teacher education by offering students the opportunity to apply principles of teaching methodology and the psychology of learning in a practicum setting. Future secondary English teachers and elementary school teachers in particular profit from this program. Contact the Troy State University in Alabama.

Colorado

The University of Colorado and the Cherry Creek School District in cooperation with the Denver Public Schools and the Adams City Schools are administering the "New Concept and Program in Teacher Preparation." This is a total education program which extends over a seven year period, terminating with a possible Master's Degree. Formal campus-oriented education is emphasized in the first two years of undergraduate training; however, the time spent in Service and Learning becomes increasingly greater in the following years. It is possible for third and fourth year students to become instructional assistants with a stipend of $1300. During the fifth year participants become interns with a salary of $4700. Junior and Senior Residents in the sixth and seventh years receive higher salaries. The program emphasizes a realistic merging of education theory with practice. For more details, contact: Edward C. Pino, Superintendent; 4700 S. Yosemite Street; Englewood, Colorado 80110.

Florida

The College of Education at the University of South Florida is conducting a program designated as the "Ph.D. Preparation of Researchers in Urban Pre-Secondary Education." The basic objective of the program is to prepare people in relevant disciplines and research skills which will enable them to be leaders in designing, implementing, and evaluating better urban practices in pre-secondary education. Learning research skills in the various social sciences necessitates inter-departmental cooperation in the program which includes task-oriented seminars studying inner-city problems of the Tampa Bay area. The three-year post masters degree sequence involves a year of internship on a research staff of a big city. It is the conviction of the program developers that a better elementary education is essential to the solution of our urban problems. The candidates in this program spend considerable time in ghetto schools supervising undergraduate cadet teachers. Contact: C. W. Hunnicutt and/or Charles C. Manker.

Rollins College, the English Estates Elementary School and the Aloma Elementary School have united to furnish student teachers with a program entitled "Lab-Seminar Experiences in Teaching Reading." Students are given an orientation and opportunity to observe reading being taught in the two elementary schools. Graduate Chairmen participate in a number of seminars also attended by the Rollins Instructor for the course in teaching reading. The purpose is to make clear, practical, and functional the theories and techniques in teaching reading. For more information contact: Dr. W. T. Edwards, Instructor; Teaching of Reading; Rollins College in Florida.

A Differentiated Staffing Project is managed by Jacksonville University and Atlantic Beach School in Duval County. The purpose of this EDPA-B-2 project is to provide instructional assistance to teams endeavoring to implement differentiated staffing and team teaching in a traditional school building. Seminar leaders direct the team of school teachers in designing at least one educational package characterized by a differentiation of teaching responsibilities. University consultants provide one full description of one differentiated teaching style, partially

through actual role-playing. For details contact: Dr. Clare Herald; Education Division; Jacksonville University; Jacksonville, Florida 32211.

The University of Miami and two new elementary schools in Dade County are involved in the Triple "T" Program (Teaching the Teachers of Teachers) which is designed to create teachers who are thoroughly grounded in the learning process, especially in constructing learning climates for all children and particularly disadvantaged black children. The program stresses subject matter and the learner as one process, an examination of experience with the structure of knowledge, and student self-discovery approaches. The activities include an integration of classroom instruction, group process laboratory, teaching laboratory and seminar, and learning climate synthesis into the total training program. The two new elementary schools serve as teaching laboratories and the personnel from the schools have been receiving TTT training. The Model Cities governing board and the community are also connected with the program. Contact: Mark Adams, Associate Director; TTT Project; University of Miami; School of Education; Coral Gables, Florida 33124.

The University of Miami School of Education conducts a Micro-teaching project in Teaching in the Secondary School. The students learn to use technical skills developed through continuous feedback from instructor and classmates. Activities include lectures and discussions of rationale for micro-teaching and specific skills, video-taping of practicing skills, and use of feedback. Contact: James D. Wells; School of Education; University of Miami; Coral Gables, Florida.

The University of Miami administers a graduate program termed Curriculum Planning which gives students the opportunity to fashion their own sequencing toward stated objectives. While suggestions are given, the students exercise options regarding the selection and development of learning activities in view of their needs. These activities are characterized by teacher-student negotiations via a contract, use of small group settings and techniques, use of student-teacher conferences, use of media as sources of information, and some attempts at "action research" projects in school settings. Individual school centers are being utilized to test student developed materials and to implement ideas. Contact: Dr. John M. Jenkins, Assoc. Professor of Education; School of Education; University of Miami; Coral Gables, Florida.

The program, Training Model for Teacher Corps Fourth Cycle Pre-Service, implemented by the University of Miami is designed to improve learning experiences through individualizing instuuction and through participation in inquiry. Other aims include developing insight and skills in group processes which would transfer to task-oriented small-group problem-solving, and developing elementary school teachers especially prepared to work with disadvantaged populations. Interns in 1969 were assigned to one of six inquiry groups with five people each. These groups met with team leardrs and staff members to plan activities. The six inquiry groups were concerned with information input, tutoring, discussions, educational technology, indepentent study, and field acitvity. In addition to public school cooperation in the program, many other institutions and organizations are involved. For further details, contact: Dr. Robert E. Hendricks, Professor of Education; School of Education; University of Miami; Coral Gables, Florida 33124.

The University of Florida Department of Educational Administration has been in the process of restructuring their doctoral program. One aspect of the new program is the establishment of field stations in connection with the Atlantic City and Dade County School Systems. The field station concept, a system-spanning mechanism, may be a means by which: 1) theory and practice can be linked by students, professors, and practitioners; 2) a major integrating experience for doctoral study can be provided; 3) more effective ways can be found for the department and field to provide mutually beneficial services to each other. The field station approach has been employed in anthropology. There is an exchange relationship among the faculty of the university, independent consultants, and practice in urban school districts. One aim of the field station is to establish a base of operation in the community which brings students into direct contact with the residents. Another objective focuses on improving the preparation of school administrators for urban school districts and on improving the participation of the social and behavioral sciences in the program. Contact: Ralph B. Kimbrough; Chairman of Educational Administration Department, University of Florida.

Stetson University has instituted a new student teaching program structured on a fifteen hour block of time. This "block" comprises a concentrated methods course five hours a day for three weeks and a ten week internship with th ee two week post-intern work. The program is designed to bridge a critical theory-practice gap. Activities incorporate classroom observation using systematic skills, controlled micro simulation experiences, actual classroom teaching, selection and use of materials and aids, and use of evaluation techniques. The program is based partially on the assumption that the teaching act includes three separate but related operations: the establishment of learning objectives, instruction (faciliation of learning), and measurement of learning in terms of objectives. Further details may be obtained by writing: Dr. Margaret W. Wood, Director of Student Teaching; Ste[illegible]on University; Deland, Florida 32720.

An innovative program at Florida A and M University is entitled Early Involvement Experiences for Prospective Kindergarten and Elementary Teachers. The program offers students early participation in activities specially designed to expose them to teaching and learning. The total block of experience begins early in the freshman year and continues until the prospective teacher enters the student teaching program. It provides an early opportunity to test the assumed aspirations against the realities of teaching. Activities include experiences with children, decision seminars, courseling and planning, and analytical studies of teaching. Child care centers, a hospital childrens ward, and a children's museum are also involved in the program. Contact: Mrs. M. M. Mercer; Florida A and M University; Tallahassee, Florida 32307.

Florida A and M University and seven centers of Leon County are cooperating in the FAMU Tutorial Program in Reading. This program is characterized by continuous diagnoses to determine reading levels and difficulties using formal and informal approaches

individualized isntruction in light of individual needs, emphasis on reading for enjoyment, participation by pre-service and in-service teachers under the supervision of a reading specialist. The university furnishes the director, a reading laboratory, and selected materials. The university and the public school must jointly approve of the program before it is implemented. Other community organizations take an active interest in this reading program which is based on a rationale that the university should maintain a close working relationship with public school personnel and should provide community services. Contact: Dr. E. H. Wallace, Director of the Program and Reading Specialist; Florida A and M University; Tallahassee, Florida.

The subject of teacher education in Florida is covered in four other publications. Information on Criteria for Designing, Developing and approving a County Master Plan for Inservice Teacher and Performance Assessment and Performance Based Teacher Education-The Florida Plan can be obtained by writing to Floyd T. Christian, Commissioner; Tate of Florida; Department of Education; Tallahassee, Florida. A Study of Campus Laboratory Schools in Florida and Report of the Role and Scope Task Force on Teacher Education were published by the State University System of Florida; Office for Academic Affairs; Tallahassee, Florida 32304.

Hawaii

The Teacher Education Program at the Church College of Hawaii embraces a Volunteer Tutoring Program for freshman and sophomores in the public schools. The integrated project makes use of the various cultural backgrounds of the students and encourages frequent conferences between students and faculty. Seniors in elementary education undertake student teaching and seniors in secondary education engage in both student teaching and "block" courses. The university employs such teaching techniques as team teaching and micro-teaching. The faculty encourages early commitment to teaching as a career. For more information, write: Robert W. Laird, the Church College of Hawaii; Laie, Hawaii 96762.

Idaho

The Snake River School District No. 52 in Idaho has developed a program designated Cooperative Teaching in the Elementary School which centers around individualized learning. The program is planned by the school faculty, school board, and parents. The faculty has developed its own materials for meeting the individual needs of each child in the school. The University of Idaho Education Department acts as a consultant, and the State Department of Education cooperates in the program. Student teachers learn to work with each child individually and to work with all grade levels. Further, student teaching is unstructured with learning activities being planned as needs arise. Contact: Dr. Darrell Loosle, Superintendent of the Schools; Snake River School District No. 52; Blackfoot, Idaho 83221.

Indiana

Taylor University in Indiana has produced the 2-6-8 Professional Term for Secondary Education students. The students spend two weeks at the beginning of the fall term in their student teaching center where they become familiar with the setting. Then they return to the university for six weeks of intensive course work which entails interaction analysis, micro-teaching, media, non-verbal behavior, testing, classroom control, and group dynamics. At the end of the six weeks, the students return to their student teaching for full-time experience. The program is intended to produce motivated, flexible, confident, and practiced teachers. The activities are based upon research done by AACTE in their media project and the publication "Teachers for a Real World." Contact: George Haines, Director of Teacher Education; Taylor University.

St. Mary's College in Indiana is conducting programs involving 1) an early professional program for elementary teachers; 2) a modified elementary program; and 3) a tutorial/cognate elementary program. These programs reduce the number of education courses and provide teaching experience as early as the sophomore year. They permit a major in some academic area with two minors taught by elementary teachers and allow independent study which will ultimately eliminate the elementary education major. The purpose is to produce a teacher who is prepared in-depth in academic matter rather than traditional education courses. The innovative educatio courses stress curriculum, principles, school law, audio-visual, tests and measures, and group dynamics. The planners are considering the inauguration of an early tutorial experience with Head Start or at overseas locations. For more details, contact: Mike Hinkemeyer, Professor of Education; St. Mary's College; Notre Dame, Indiana.

A School Observation program has been initiated by Marion College and Marion Community Schools in Indiana. In a semester students spend two two-hour blocks of time in the public school classrooms and one two-hour block of time in seminar to multiply experiences. Students write a report each week and have a second assignment in a different grade, school building, and socio-economic level. During the interim session in January, the students are in the classroom all day and are given a list of activities which they are to complete in order to become acquainted with a total school program and to acquire practical involvement Contact: Byron L. Tippey; Marion College; Marion, Indiana.

Franklin College in Indiana has prepared a program, Observatio and Participation Experiences in the Public School Classroom for Freshmen, Sophmores, and Juniors, designed to develop a better understanding of children and of problems faced by the teacher. It is intended to merge theory and practice. Elementary education majors are assigned to a cooperating teacher in the local system. Students devise simple lessons and observe the public school pupils one day a week in the afternoon. Activities include leadin

children in games, helping "exceptional" children in the classroom, and preparing materials. Write: Dr. Leland Erickson; Franklin College; Franklin, Indiana.

At Indiana University the Indiana Training of Teacher Trainers Project is an integrated undergraduate program which combines method instruction with student teaching in a one-year experience for elementary majors. The method instruction is offered in four elementary schools in the Monroe County Community School System. The teachers are being trained to improve supervisory behavior, and advanced graduate students are learning the values of integrating methods of instruction with practical experience. Videotaping, simulation materials, observation, and preparation of instructional materials are utilized in the project. Other institutions involved are the College of Arts and Science, the Community Action program, and the Christian Center which aids in increased communication among groups. Contact: Gerald R. Smith; School of Education; Bloomington, Indiana 47401.

The Bethel College of Indiana in association with the Public Schools in St. Joseph County are implementing the Apprentice Program in Elementary Methoes. Students spend the first two weeks of the semester in regular classes devoted to theory and general orientation in social studies and science. Then for twelve weeks they are assigned to master teachers in the public schools for observation and some participation at all grade levels. The students return to regular classes for the final two weeks. The master teacher serves as a model in the classroom and is paid for that service. The program is based on the assumption that methods will be more meaningful if they are practical and realistic. For more information, contact: Stanley Taylor, Director of Teacher Education; Bethel College; Mishawaka, Indiana.

Hanover College in Indiana has developed a program for Teaching Experiences by Prospective Teachers in freshmen level classes. The prospective teacher uses specific skills for a small segment of a lesson, a situation which is observed by professional education and subject matter professors. Three way conferences are used and reteaching is done. For details write: Dr. Marvin Odom, Associate Professor of Education; Hanover College.

The Cell of Experience Program is an innovation of Ball State University. The program was devised to supplement and improve upon the typical participation experience for pre-student teachers in secondary education. The experience-based Cell consists of about twenty undergraduate majors in secondary education, a Teachers College coordinator, five Burris Laboratory School teachers, and base teachers from other cooperating schools. A university coordinator works with cooperating teachers to plan and implement selected educational experiences which pre-student teachers complete in a series of exposures to campus and non-campus laboratory classrooms. These educational experiences have been translated into behavioral objectives. The multischool and multiexperience promotes flexibility in individual, small group,

and large group learning. Contact: Leslie J. Mauth, Associate Dean; Teachers College; Ball State University in Indiana.

Iowa

BriarCliff College in Iowa has introduced the practice of video-taping of student performance at the college during terms I and II and at some schools during term III. Micro-teaching is being utilized in public and parochial elementary schools of Sioux City. Students in Curriculum I (The Teaching of the Language Arts in the Elementary School) spend one class period a week at an elementary school working with pupils strengthening a language arts skill. The aim is to institute practical application of content of education courses into practice in the elementary school and to instill an appreciation and understanding of teaching a child instead mere content. Contact: Sister Judity Vogl, OSF; BriarCliff College; Sioux City, Iowa.

Iowa State University of Science and Technology is conducting a pilot project in which student teachers are assigned to a building rather than to an individual teacher. The student teacher acquires experience at all e mentary grade levels.

Maryland

Prince George's County has created the Aerospace Science Workshop consisting of laboratory experiences for elementary school personnel in various aspects of aerospace science, including rocketry, space biology, and meteorology. The project was a joint effort of a multiple staff from NASA, an instructor from the University of Maryland, and supervisory and administrative personnel from Prince George's Country. The objective was to develop skills which could be used in the classroom in demonstrations and experimentation. The university provided graduate credit and the public schools supplied tuition funding for the workshop. Sixteen mm. films were made of the workshop and classroom practice. For further details, contact: Edward C. Turner Director of Staff Development and In-Service Training.

A REading Workshop is another endeavor of Prince George's Country which involved regular class sessions and laboratory experiences dealing with techniques for effective teaching of reading in the elementary school. The workshop was jointly planned and implemented by personnel from the University of Maryland and staff members of the Prince George's County School System. The project was designed primarily to help teachers deal effectively with langauge behaviors. The purpose is to develop greater awareness, understanding, sympathy, and skill in teachers of reading. The university offered graduate credit while the public schools provided tuition support, Contact: Edward C. Turner, Director of Staff Development and In-Service Training.

An additional effort of the Prince George's County is Project Africa intended to facilitate the introduction of area studie courses on Africa South of the Sahara into the county's senior high schools. The planners concentrated on content preparation of staff and curriculum development. Seminars emphasized the interdisciplinary approach on particular areas of Africa, and stressed conceptual and inquiry approaches as well. The University of Maryland arranged to carry the course for graduate credit, and Carnegie-Mellon University provided the block of content for Project Africa. Tuition funding was furnished by Prince George's County Board of Education. The project is based on recognition o the fact that a multiple staff of resource personnel would offer greater expertise than a single instructor and recognition of responsibility by the Board of Education for in-service training. Write: Edward C. Turner, Director of Staff Development and In-Service Training.

The University of Maryland and five public school systems ar cooperating in the project of Pre-Service-In-Service Teacher Education Centers. These centers provide for pre-service and in-service staff development programs for teacher education which are jointly planned and administered by the university and the public schools in equal partnership. The staff is selected and paid as a member of both faculties. The program stresses pre-service and in-service teacher education as a continuum. The program employs techniques such as micro-teaching, interactio analysis, individualized instruction, human factor analysis, assessing instructional outcomes, planning and organizing instruction, and method classes in the centers. For more details, contact: James F. Collins; Office of Laboratory Experience West Education Annex Building; University of Maryland; College Park, Maryland 20742.

The Maryland State Department of Education has compiled a list of Cooperative Activities in Teacher Education in Reports of Teacher Education Programs or Projects from Maryland Public Schools and Colleges. The list includes the names of public schools, school systems, colleges, and universities that have undertaken innovative programs or projects. These programs have been categorized into the following types: Internship or Fellowship Projects, Pre-student Teacher Laboratory Experience Programs Teacher Education Center Plans, Educational Assistant or Aide Programs, projects in Teaching or Administrative Fields, Administrative or Teaching Procedure Programs, Teacher Education Curricula Projects, and Projects in Teaching of Minority Groups.

Montana

The University of Montana School of Education and School District No. One have united in a program entitled Partnership in Learning which began during the spring and winter quarters in 1969. It is a Title I project to help children with learning difficulties. Elementary school pupils were each given a part-

time tutor who was a university student. The plan was later expanded so that it became a permanent part of the education experience for children, teachers, and teachers-in-training. The university students eventually become teacher assistants.

A program of Teacher Education Centers is anotyer undertaking of the University of Montana. Qualified personnel within chosen districts are jointly employed by the university and the district to coordinate the teacher education program. Such personnel conduct many of the courses usually taught at the university. The Center Coordinator organizes the development of an in-service program designed around the needs of the school staff which aims at making them more effective as trainers of teahcers. The program provides a more realistic experience for cadet teachers and establishes a new, practical role for the public school in training future teachers. Contact: Royal G. Burnell, Direcotr of Instruction; Missoula County High School; Missoula, Montana.

Nebraska

The departments of Secondary Education and Educational Psychology at the University of Nebraska, with the cooperation of the Omaha and Lincoln Public Schools, have initiated a developmental project for the part of the secondary teacher education program which occurs prior to student teaching. Three courses have been combined into one block which focuses on integration between teaching method and educational psychology and between theory and application. The program is based around 53 performance-based learning tasks which have been sequenced in a spiral fashion. Three spirlas are included, each organized in a planning-conducting-evaluation sequence. The first spiral focuses on developing teaching behaviors which the teacher education student is familar with and which characterize the typical classroom teacher. The second spiral emphasizes the direct application of psychological theory into the classroom and the third is oriented around teacher competencies needed for providing individualized instruction. Laboratory experiences are provided through micro-teaching, simulation, and working as a teacher assistant in the public schools. Teacher assisting activities are correlated with the on-campus classroom program to make it possible for the teacher education student to try out the competencies he is developing. This program will be in its third semester of operation during the fall term, 1970. Approximately 225 college students have completed it in its first two semesters and extensive evaluation evidence has been gathered to use in re-developing the program utilizing systematic planning procedures. For further information contact Dr. Ward Sybouts or Dr. Jim O'Hanlon at the University of Nebraska in Lincoln.

Nevada

The University of Nevada College of Education in Las Vegas has developed the Career Opportunities Program in cooperation with the Clark County School District and Target School neighborhoods. The project is directed at improving conditions for the culturally different, economically deprived, and educationally hesitant subjects. The participants of the program function initially as teacher aides who expect to become certified teachers working in Target Schools. The purpose is to produce educators who can motivate children toward being productive citizens and fulfilled individuals. Student teachers receive a gradual assimilation into the teaching-learning process by tutoring, team teaching, and taking part in remedial-corrective-enrichment experiences. There is a concerted attempt to get students into the schools early in their preparatory years. Contact: Dr. Frederick E. Kirschner, COP Coordinator or Dr. John M. Vergiels, Projects Committee Chairman; College of Education; University of Nevada; Las Vegas, Nevada.

The Success Oriented School Program is an enterprise of the John F. Miller Elementary School Program in which participants utilize reality therapy, interaction analysis, questioning techniques, and video-taping. The program will eventually include discovery teaching, creative problem solving, and learning principles. The planners strive to develop in teachers empathy and flexibility which aids in encouraging inductive and various levels of thinking and problem-solving methods in children. In achieving this end, teachers are exposed to formal in-service courses and informal in-the-classroom observation and instruction, in their own schools as well as others. The project was developed by the Professional Growth Services Office of the Clark County School District. For details, contact: Mr. Joe Phillips, Principal; John F. Miller Elementary School, or Dr. George A. Jeffs, Clark County School District; 2832 E. Flamingo Road, Las Vegas, Nevada 89109.

The University of Nevada College of Education in REno, Nevada is directing a program conducted in the northern third of the state and will eventually include operation in the entire state. In the Nevada Small Schools Special Services Project, rural school teachers attend the university for a school year to receive training in two specialized areas needed in rural schools such as special education, remedial reading, counseling, and guidance. An intern teacher replaces the regular teacher in the rural school during the year of training. The intern is given special consultative support from the State Department of Education, the university, and the local school district. The program seeks to provide rural schools with the necessary specialized services and to develop teachers better suited and prepared for teaching in the rural environment. Contact: Dr. Charles Bartl, College of Education; University of Nevada; Reno, Nevada 89507.

The University of Nevada College of Education in Reno is operating a Media Center for Teacher Education. The program furnishes the facility and learning resources to provide a variety of learning experiences. The attempt is to create teachers who are able to function in the modern classroom. This is achieved through making available directed learning experiences using a wide variety of resources and equipment, access to improved learning developments through instructional technology, experiences in developing systematized instructiona technology, and opportunities to try out and evaluate learning resources with children. For additional information, write: Dr. Calvin H. Reed, Director; Teaching and Resource Center; University of Nevada; Reno, Nevada 89507.

New Mexico

The University of New Mexico Department of Secondary Education in Alburquerque has been conducting a program entitled the Women's Job Corps project. Student teachers taught three hours a day, five days a week beginning September and continuing through January in the basic education area. The Job Corps objective in this project was the improvement of thought processes of Corps women through language development. The overall aim of the Job Corps was to salvage potential welfare seekers and to fit them into the working world. The student teachers met with girls who arrived recently at the Center undergoing regular orientation sessions. Two seminars were held weekly for student teachers in subjects covering reading, instruction, methods, testing, guidance, and counseling.

The Pre-Student Teaching Block Program is an endeavor of the University of New Mexico Department of Secondary Education which entails a six-semester hour block of study combining elements of former basic courses in foundations, methods, and materials. It increases the professional laboratory experienc to be offered in the secondary schools and other educational agencies. The students spend seven hours per week in campus classes and six hours per week in an assigned school or laboratory situation. The program is now undergoing further change.

Title I joint projects of Alburquerque Public Schools and the University of New Mexico include three special activities. All three are block projects for teachers in preparation in subject areas of 1) business, 2) industrial education and, 3) a special workshop project to develop mid-school planning and curriculum materials with administrators, counselors, and teachers.

Alburquerque Public School teachers, University of New Mexico clinical professors, and student teahcers are participating in the Improvement of Industrial Arts Instruction in

Selected Classes at Valley, West Mesa, and Rio Grande High Schools through team teaching. Some objectives of this project are to create new Industrial Arts instructional materials and methods, to work as a team in developing and implementing new curriculum materials, and to study and use effective supervisory techniques which will help the student teachers to become better teachers. A university industrial arts supervisor works with the student and cooperating teachers in planning, demonstrating, and teaching new and modified units. Each student teacher selects, prepares, teaches, and evaluates one new industrial arts unit in various special areas.

The University of New Mexico Department of Elementary Education has instituted a total program for uniting pre-service and in-service education into a continuing education program for teachers. The program is characterized by a single module of time which combines instructional theory and classroom practice and use of satellite public schools for laboratory experiences and staffing of university trained clinical supervisors who coordinate the university program and teach in-school and in-service seminars. It is designed to use teaching-supervising teams of university professors and instructors, graduate students, and highly successful public school teachers. The Elementary Education Department fulfills the role of organizer and coordinator of the program along with the Alburquerque Public Schools. Contact: Keith Augur, Director of Student Teaching in Elementary Education; College of Education; University of New Mexico; Alburquerque, New Mexico 87106.

The New Mexico State University Women's Physical Education Department has a project using video-tape-TV-replay in Teacher Education Courses in Physical Education. The program is intended to help students learn skill analysis and basic movement. Students analyze the skill taking place in some type of activity shown on TV replay and assign positive cues for correcting or adjusting the movement. The tape is then replayed with sound and the students compare their cues with those of the master teacher. The rationale for the program is that analysis of movement is basic to teaching and coaching students in improving performance. For details, write: Dr. Julia Carver, Women's Physical Education Department; New Mexico State University; Las Cruces, New Mexico.

Eighteen teachers from the Las Cruces School District are being sent to take Vocational and Education course 457 at the New Mexico State University in order to acquaint them with philosophy of vocational education. The teachers form a team of elementary, junior high school, and high school teachers, counselors, and administrators who will develop a total career orientation program for the Las Cruces School System. The Public Schools supply the problem and the setting for designing this program. The Las Cruces Education Association and the Vocational Division of the State Department of Education will share in paying tuition costs for the teachers.

The program's objective is integration of career orientation, both vocational and academic, throughout the total school program. Contact: Everett D. Edington; New Mexico State University; Las Cruces, New Mexico, or Paul Taylor, Las Cruces Public Schools.

The New Mexico State University College of Education has initiated the Experimental Integration of Three Levels of Teacher Education Programs which is designed to establish relationships among groups in various levels of education: public school age children, college students in their first education course, beginning graduate students, and doctoral students in curriculum and instruction. The program is partially intended to positively increase the beginning education student's attitude toward education, to provide a vehicle guaranteeing relevancy for curriculum laboratory work for the beginning graduate student, and to furnish a real experience in college teaching for the advanced graduate student. The beginning student is exposed to a one-to-one relationship with public school children, engages in ten hours of teacher aide work, and administers a UNIPAC written by graduate students to a public school child. The philosophical rationale for this inte rated program is based on experimentalism, and involves the affective, cognitive, and psychomotor domains of each child. Contact: Dr. Philip L. Hosford, College of Education; New Mexico State University; Box 3AC; Las Cruces, New Mexico 88001.

New York

A Cooperative Project in thelDevelopment and Use of Professorial Planning Materials for Teacher Education (The Individualization of Instruction in Teacher Education Through Unit Teaching Utilizing Electronic Data Processing) are progra at the State University of New York at Buffalo. The program will allow for individually planned teacher education experier for pre-service students in areas where specific skills are not generally available. The planners are preparing to extend the project beyond individualized instruction into areas of differentiated staffing, non-grading, and programmed instruction. The project seeks to offer these critically needed skills to beginning teachers. Professors working with pre-service teacher education students take part in large group, small group, and individualized instruction activities. Specific experiences are planned for needs and interests based on the best theory and practice applicable. Various universities are contributing expertise in the development of each skill area. Computer based resource unit theory and practice is prepared by the State University of New York at Buffalo through the Department of Social and Philosophical Foundations, the Department of Curriculum Development and Instructional Media, and the Center for Curriculum Planning. Public schools have also been involved in the computer based resource unit project. Once these materials

are fully developed, any elementary and secondary teacher will have access to them at operating costs. Eventually, these projects will be available at other State University of New York campuses and ultimately for national utilization. For details of the projects, contact: Charles R. Fall or Conrad F. Toepfer, Jr.; Foster Hall; State University of New York at Buffalo; Buffalo, New York 14214.

North Carolina

The University of NorthCarolina School of Education has an innovative program entitled the Graduate Elementary Teacher Education Program. It is a fifteen month program leading to a Master of Education and a graduate teaching certificate for liberal arts graduates. Micro teaching, workshops with local teachers, and a team internship in a local elementary school for a year with a full-time experienced teacher as a team leader characterizes the program. The intern teaches all grade levels and subjects. All of the graduate education work is geared to teaching experiences especially in the public schools of Chapel Hill and Durham which contribute to the program. For more information, write: Dr. Thomas D. Price, Director; Graduate Elementary Teacher Education Program, School of Education; University of North Carolina; Chapel Hill, North Carolina 27514.

Ohio

The Ohio Teacher Education Innovations Progress Report by the Ohio Council on Teacher Education has summarized the teacher education programs and projects throughout Ohio. Ashland College has introduced a Cooperative Assistance Program for the Improvement of Teacher Education. Bowling Green State University has a Method-Field Experience Project in the Toledo Rural Disadvantaged Area. Capital University has three projects, Field Experience for College Professors, Six Field Experience Courses, and a Questionnaire to Cooperating Teachers. The University of Dayton has numerous projects including: Elementary Teacher Preparation with Paid Public School Experience, Outdoor Education Experiences in Student Teaching, Faculty Development Program, Continuous Pre-Service and In-Service Education, Micro Teaching, Awareness Experiences in Special Education, Diagnostic Reading in Language Arts Methods Course, CAI in Mathematics Methods course and Student Teaching, Freshman Counseling and Leadership Development, Cooperative Teaching Center, and Cooperative-Work-Study Program Involving Teaching Experience. Defiance College is concerned with a Pre-Student Teaching Field Experience, and Denison University has developed an Internship in Teacher Education program. Kent State University lists the following projects: International Student Teaching Program, Interaction Between Education Students and Children, EDEX Machine in Teaching of Elementary Mathematics Methods, Educational Media Minor, Instructional Resources Center, Audiovisual Instructional Laboratory,

Advisement Team Concept in the Laboratory School, Laboratory School Experiences for Elementary Education Mathematics Methods Course, Focus on Inner City Social Studies (Curriculum Project), Institute in Adapting Instruction to the Needs of the Disadvantaged and the Northeastern Ohio Educational Research Council, Inc. The Cooperative Tutoring Program for the Neurologically Handicapped is an endeavor of Malone College and the Stark County Schools. Miami University is involved in two projects, the Pre-Student Teaching Experience in Cleveland and the Miami-Cincinnati Teacher Aide Program. The College of Mount St. Joseph has the School-College Communications Project and Orientation Week for Student TEachers, and an Educational Advisory Committee for Student Teachers. The Laboratory Field Experience in Reading Methods Courses is a practice at Mount Union College, and Muskingum College has an Experimental Urban Secondary Student Teaching Program. Oberlin College is operating a MAT Program in both Elementary and Secondary Education. The St. Gabriel's Plan, Combined Methods and Field Experience is an innovation of the Ohio Dominican College. Ohio Northern University has developed a plan for Coordinated Pre-Student Teaching and Student Teaching Experiences. Ohio State University is directing the Sophomore-Senior Teacher Aide Program and the Inner City Two-Year Teaching Program. The Program of Teacher Preparation to Work with the Disadvantaged and Individualized Teacher Education have been instituted by Ohio University. Ohio Wesleyan University operates a project in Experimental Field Experience Prior to Student Teaching. Otterbein College has a College Study Program in Sierra Leone, Africa. The University of Toledo is involved in the Student Teaching Innovations at Martin Luther King, Jr. Multi-Unit Elementary School, the Toledo Corp Program, and with Ohio State University in the Ohio Model Elementary Education Program. Ursuline College has organized a Pre-Student Teaching Internship for Secondary Education, and the College of Wooster has a Master of Arts in Teaching--Core of Experience Course. The Greater Cleveland Student Teaching Improvement Project is comprised of numerous sub-projects.

Oklahoma

The Tulsa Public Schools have introduced the Learning Resources Laboratory for Teacher Training project which is an eighteen week training period for student teachers. About one-third of the week is spent in the Resource Center in methods courses staffed by Oklahoma State University Elementary Education faculty where student teachers learn through videotapes, seminars, demonstrations, lectures, and study. The remainder of the work is devoted to actual classroom experiences some of which are video-taped for self-viewing and education. The student teachers are encouraged to accept assignments in culturally deprived areas. Other activities include participation in social events in the lower socio-economic communities, experimentation in special language programs, and inquiry methods in social studies and science. The intention of the program is to prepare

teachers for innovative programs, for more humanistic attitudes toward the learner, and for more confident, flexible, and creative teaching. Contact: Dr. Idella Lohmann, Professor of Education; College of Education; Oklahoma State University; Stillwater, Oklahoma 74074.

The Oklahoma State University Department of Education has developed the Intensive Human Relations Laboratory Training for Elementary School Student Teachers interded to provide affective growth through Human Relations training. In addition to student teaching, the activities consist of small group seminars structured to assist student teachers in recognizing individual differences needs, and levels of awareness in themselves and others. The student teachers should develop an ability to select from a desireable reservoir of treatments alternatives in prescribing for behavioral problems of elementary school children. The program is a joint effort between the Division of Elementary School Guidance and the Division of Elementary Education, funded by H.E.W. for investigating the results of this study. For details, contact: Dr. Russell Dobson or Dr. Sue Hawkins; College of Education; Oklahoma State University; Stillwater, Oklahoma 74074.

Pennsylvania

Clarion State College and neighboring communities are cooperating in the Preparation of Clinical Teachers in Special Education program. It is a flexible program featuring diagnosis and prescriptive teaching for college students and classroom pupils, with four student teachers, a cooperating teacher, and a college supervisor working together in a classroom. Diagnoses are performed by individuals and through staff conferences, and the prescriptions lead to statements of behavioral objectives. The program aims at developing student-teacher abilities some of which are identifying learner variables, planning efficiently in small groups, specifying and evaluating behavioral outcomes, using tools for self-evaluation, and employing teaching techniques combining instructional materials and media. The Department of Special Education administers the program under the aegis of the Department of Student Teaching, and in conjunction with the Division of Communications and public schools. Contact: Dr. Roy Schreffler; Clarion State College; Clarion, Pennsylvania 16214.

A Pre-Student Teaching Project in the Preparation of Teachers for Urban Schools is an endeavor of Edinboro State College and the Garfield Elementary School in Erie, Pennsylvania. Sophomores, juniors, and several college teahcers are involved in experiences with children in an inner city elementary school five full days a week during a semester preceding student teaching. The objective is to produce a teahcer trainee with understanding of children from a different background, and with skills in classroom management and working with individual children. The Department of Elementary Education, the Coordinator of Pre-Student Teaching

Field Experience, and the Assistant Dean of the School of Education are responsibile for directing and arranging the program. For details, write: Dr. Jack B. Hetrick, Dean; School of Education; Edinboro State College; Edinboro, Pennsylvania 16412.

Swarthmore College has initiated a practice of Field Work in the "Introduction to Teaching." The basic assumption of the practice is that the first exposure to an Education Course should be accompanied by a regular assignment as an assistant teacher in an elementary or secondary school. The project aims at better understanding of children and adolescents and the learning process, at opportunity to relate theory to practice, and at early assessment of strengths and weaknesses of prospective teachers. The students work with individual pupils on a continuing basis, supervise small group activities, plan and conduct a learning sequence with large groups, and participate in planning with the regular teacher. Cooperating teachers in the public schools and college personnel work together in this practice. Contact: Mrs. Alice K. Broadhead; Swarthmore College; Swarthmore, Pennsylvania 19081.

Millersville State College has a Pilot Project in Elementary Education designed to accomodate the changing educational needs of society. The basic proposition is that an effective and relevant teacher education curriculum must integrate subject matter with experiences with children. The program comprises 45 semester hours in which professional laboratory experiences are sequenced: 1) skill in observation and analysis of teaching behavior, 2) opportunity to use observation skills, 3) opportunity to assume responsibility for the teaching act, and 4) a chance to see the child in his non-school environment. Seminar courses include methodology in language arts as a bloc sequence and mathematics as a single seminar course. Sophomores spend a half of a semester as a teaching cadet with a week at each grade level and one week in an area of the student's choice. Juniors student teach and are later placed with a community social agency concerned with the welfare of children. For more information, contact: Dr. James E. Maurey, Dean; Division of Education; Millersville State College; Millersville, Pennsylvania 17551.

Shippensburg State College has introduced a practice of Classroom Management Simulation Experiences Via Dial Access which provides students with an opportunity to place themselves in a teahcer role in a simulated classroom. The students have access to all of the necessary materials for this simulation through the Dial Access Retrieval Information System in the college library. The system enables large numbers of students to practice classroom management by simulation techniques prior to formal student teaching. This material is being tested in the college for Dr. Paul A. Twelker at the Oregon System of Higher Education. Contact: Dr. Paul E. Beals, Associate Professor Department of Elementary Education; Shippensburg State College; Shippensburg, Pennsylvania 17257.

Shippensburg State College is also conducting "A Study to Determine How Effectively Students Apply Methods Courses' objectives in Their Student Teaching Experience." A series of behavioral objectives have been written for elementary education majors to achieve during their junior year methods courses. The college supervisory staff and public school cooperating teachers will observe the students during their student teaching to evaluate the achievement toward the behavioral objectives. Contact: Dr. Paul E. Beals, Associate Professor; Department of Elementary Education; Shippensburg State College; Shippensburg, Pennsylvania 17257.

The Urban Semester project is the concern of Dickinson College, F and M College, and Gettysburg College. About six student teachers from each college will be assigned a full semester of student teaching, seminar work, related subjects, and social service in Harrisburg, Pennsylvania. The project will expose student teachers to direct experience with the community which will aid them in becoming qualified urban teachers. Dickinson College also has a new Advisory Council for Teacher Education. Contact: Benjamin D. James; Dickinson College; Carlisle, Pennsylvania 17013.

Messiah College has initiated the Practice of Hiring High School Teachers for Methods Instruction - a Part of the General Methods Course which consists of a Professional Semester of five weeks of methodology teaching and ten weeks of student teaching. High school teachers share their area expertise in methodology and techniques while the students are doing their student teaching. It is felt that this approach will better prepare student teachers for the realities of teaching a subject. The project is characterized by class lectures and discussions, observations in the public school, analysis of curriculum patterns, position and research papers, and films and audio-visual aids. Contact: Mr. Terry L. Stoudnoun; Director of Student Teaching; Messiah College; Grantham, Pennsylvania 17027.

Gettysbury College has developed the Involvement of Academic Departments of Liberal Arts College in a Teacher Education Program which incorporates the policy of having each academic department specifically involved in the education and supervision of student teahcers. Each separate discipline in the college is responsible for teaching a course relating to the teaching of the subject at the secondary level and for observation of student teachers. The objective is to develop greater awareness of the new curriculum practices and teaching methods on the part of prospective teachers. The public schools contribute by allowing more college supervisors to visit and observe in their schools. Write: Dr. Russell S. Rosenberger, Head; Department of Education; Gettysburg College; Gettysburg, Pennsylvania.

Temple University College of Education is conducting several innovative teacher education programs. The Graduate Intern Program places college graduates in schools with a beginning teacher's salary while they engage in an intensive summer and academic year program towards certification and a graduate degree. This particular program is sub-divided into seven specific programs for large groups of interns: Intern Teaching Program for College Graduates; Junior High Mathematics Intern Program; Health, Physical Education and Recreation; Special Education for Education Graduates; Special Education for Liberal Arts Graduates; Educational Administration Intern Program; and the Teacher Corps. Another area of interest at Temple University are the Graduate Certification Programs for proacticing teachers lacking state credentials. Special Programs include: Elementary Program for Inner City Teachers, Veterans in Public Service, and General Education Program for Teachers. Regular Programs embody: Educational Psychology 101, 102; Graduate Courses taught in city schools; Elementary Student Teaching Centers; Secondary Student Teaching; and Portal Schools. For more information on these programs, contact: Dr. Roderick A. Hilsinger; Division of Curriculum and Instruction Temple university; Philadelphia, Pennsylvania 19122.

Slippery Rock State College is operating a Tutoring Program in the Homewood District of Pittsburgh which is designed to assist the public school pupils with their basic subjects, primarily reading and arithmetic. This school idstrict is considered disadvantaged educationally and otherwise. The program offers an opportunity for students to teach and work in difficult educational situations and to face real problems which can be discussed and resolved with the faculty at the college. The tutoring program itself will be located at the Bethesda United Presbyterian Church Community Center and will consist of three distinct groups: 1) high school students who tutor elementary school students, 2) college junior and senior reading majors who tutor high school students in reading and arithmetic methodology, and 3) college students tutoring both elementary and high school students. Slippery Rock State College is also planning a Pilot Program of Pre-Service Training engaging two sections of elementary education students who have not yet had Foundations or Methods courses. The pre-service training would be completed in one semester in either inner city or local urban schools. For details of both programs, write: Dr. Jost or Mr. Newland; Slippery Rock State College; Slippery Rock, Pennsylvania 16057.

California State College in Pennsylvania has reported four innovative programs in teacher eudcation. The Differentiated Teacher Preparation Program in Mental Retardation attempts to realize two essential objectives: 1) to develop in all majors an understanding of the broad aspects of mental retardation; and 2) to expose majors to divergent training experiences emphasizing the learning needs of the retarded. The project in Pre-Student Teaching Classroom Observation prepares Secondary Education Majors to effectively student teach in the local

schools. It gives students an opportunity to interact with a student teacher and a supervisor. The Industrial Arts Department offers an Honors program in wood technology in which the student works independently after selecting his problem. The student learns to identify problems, plan a solution, develop an ability to work independently, and experience a process essential to teaching. The Professional Trimester project provides professional methodology courses in a trimester prior to student teaching; fewer course hours in methods courses through cooperative planning; a vehicle for unifying education courses into practical application; better utilization of Laboratory School facilities; and field trips to urban, suburban, and inner city schools. For more information, contact: Dr. Philip J. Proud, Dean; Division of Teacher Education; California State College; California, Pennsylvania 15419.

Additional teacher education programs at higher institutions of learning in Pennsylvania include The Preparation of Instructional Coordinators as Innovated Leaders in the Improvement of Instruction project at the University of Pittsburgh (contact Dr. Morris L. Cogan, Pittsburgh, Pa. 15213). Wilkes College has two Non-graded Projects (contact J. G. Siles, Wilkes-Barre, Pa. 18703). Field Experience in Elementary Edueation has been introduced at West Chester State College (contact Mr. Carlos R. Ziegler, West Chester, Pa. 19380). The University of Scranton and the College of Misericordia have a Cooperative Program for Graduate Students (contact Dr. Harry S. Strichland, Dean; Graduate School; University of Scranton; Scranton, Pa. 18510). The Education Package in the Senior Year Lab Experience and Student Teaching is a project at Pennsylvania Military College and the Penn Morton College (contact Theodore L. Purnell; PMC Colleges; Chester, Pa. 19013).

South Dakota

The South Dakota State University has introduced an experimental program being conducted in two school systems which provides student teaching experience for a semester to senior students. The school in which the students are assigned is responsible for teaching them the preparatory program of courses (philosophy of instruction, audiovisual, tests and measurements, and guidance). The program enables student teachers to be a functioning part of a school system in a variety of capacities for a full semester. Contact: M. D. McKenney; South Dakota ASCD Liaison Member; Department of Public Instruction; Curriculum Center; University of South Dakota; Vermillion, South Dakota.

The Teacher Aide Project, January Interim has been developed at Mount Marty College. Before the interim month of January, students apply for an internship at the school of their choice. After six hours of reading preparation, students spend at least ten days at their school assisting as a teacher aide. Students are required to keep a log of their activities and write short critiques of their experiences. The program is meant to offer

an opportunity for college sophomores and juniors preparing to teach to obtain field experience by working as a teacher aide. Write: Sister Laurina Laiser, Head, Teacher Education Department Mount Marty College; Yankton, South Dakota.

The Black Hills State College is managing the Teacher Corps Intern Program and the Job Corps Student Teaching Program both of which allow students to work in specific problem areas of our population needing special treatment. The purpose of the programs is to prepare future teachers to cope with the problems of special groups. Students in these programs take part in specific college courses and participate as teacher aide in team teaching, and as teacher interns, all of whom are paid by the public schools. The Job Corps Center is active in the training program, and the Community Committee aids in planning and evaluating the TCIP. The rationale for the TCIP is that teachers of Indian children may need a better knowledge and understanding of the local Indian culture. The basic assumption for the JCSTP is that teachers may become better able to adjust to individual needs through working with drop-outs and slow learners. For more details, write: Dr. Lincoln Henry; Teacher Corps Intern Program; Black Hills State College or Dr. Fred Anderson; Job Corps Student Teaching Program; Spearfish, South Dakota.

Texas

Trinity University has initiated a Student Teacher-Aide Program. Secondary Education students spend one half of a semester (9 hours a week) in the classroom becoming familiar with micro teaching, interaction analysis, writing behavioral objectives, lesson planning, test construction, evaluation procedures, classroom aids, curriculum organization, and classroom management. The remaining half of the semester in the program takes place in the public schools with the cooperation of teachers and administrators. Student teachers should become proficient and comfortable as aware, insightful student teacher The program is intended to fuse the classroom and the sutdent teaching experiences. Contact: James B. Frank; Trinity University, San Antonio, Texas.

A TEam Approach to Teacher Education project has been developed at the North Texas State University. A team of four faculty members assumes total responsibility for the entire professional preparation of students. The team arranges small group activities designed to reinforce students' ability to relate to others. The students are provided with on-the-job experiences followed by retraining to meet individual needs. This program aims at furnishing effective counseling for the student, careful planning of content and activities, and recognition of individual differences. For more information, write: Dr. Dwane Kingery, Dean; College of Education; North Texas State University; Denton, Texas 76203.

Utah

Weber State College has introduced an Individualized Performance-Based Teacher Education Program which aims at a high level of performance by exposing all phases of teaching through practice and by using individual kits prior to formal student teaching. Students practice in micro teaching and in the actual classroom. Rather than attending lectures, students work on the "Weber Individualized Learning Kits" which have been written by the faculty through a Carnegie Corporation grant. The surrounding school districts have been involved by providing consultants, directors, and developers of the program. The State Industrial School for Delinquent Youth and the State School for the Deaf and Blind have also cooperated in the program. The program is based on a "systems" approach to education. Contact: Dean Caseel Burke; Weber State College; Ogden, Utah.

Wisconsin

Wisconsin State University conducts the Beloit-Janesville Project consisting of an eighteen week student teaching experience in conjunction with two local public school systems. The student teachers observe and participate in the regular activities of the elementary school. They also take methods courses on location taught by university personnel with the assistance of the public school teachers. It is hoped that a more realistic setting will better prepare the student teahcers for full-time teaching. Write: Dr. Howard Field; College of Education; Wisconsin State University; Whitewater, Wisconsin 53190.